**DATE: APRIL 9th-13th WEEK: 30 GRADE: First**

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| **TRANSDISCIPLINARY STUDIES DisciplinE-Specific STUDIES**  **Transdisciplinary Theme: Sharing the Planet** | **Subject Area: L2 Diffrentiated Reading** |
| **ACHIEVEMENT INDICATORS:** 1. Understands increasingly complex questions in different contexts.  2. Uses appropriate vocabulary to explain, inquire and compare during classroom activities, conversations and imaginative play in the classroom.  3. Distinguishes ending sounds of words with increasing accuracy. | |

**LEARNING EXPERIENCE**

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| **Duration Lesson** | **Achievement Indicators** | **Learning Engagements**  ( Description of activity, Work to be done, significant questions and instruction given - prompt) | **Materials** | **Comments**  (Differentiation, homework,  visitors, fieldtrips) |
|  | 1  2  1  2 | **Level B. Book: “Shapes”**   1. Review names and attributes of 2D Shapes 2. Provide children with sets of 2D shapes of diff. sizes and colors and ask them to make objects or designs 3. Discuss about their designs or objects they did 4. Ask them to look for shapes in the classroom and identify them using complete sentences. E.g. “the carpet is a square”   **Level D. Book: “That is Math”**   1. Ask the children to look around the classroom and say where they see numbers 2. Ask them what they can count and encourage them to count something in the classroom 3. Tell them that money is also considered Math. Ask “How much do they think something in the classroom coast” 4. Ask them to estimate the quantity of some counters and then count 5. Play a game “Fast writer”, ask them to write a dictated number on the board, by pairs.   **Level F. Book: “Carla’s Bookcase?”**   1. Introduce the words “Feet and Inches” as an standard unit of measurement for length in some places of the world 2. Explain that when we measure horizontally we say “Wide” and when we measure vertically we say “High” 3. Give some examples measuring some objects using the ruler (Wide and High)   **Level G. Book: “Playing at Lili’s house”**   1. Ask children to close their eyes and think of a shape, imagine what that shape looks like and describe it. 2. Ask the children draw the shape in the air with their finger, the others have to guess which shape is that 3. Search objects in the classroom that match with that shape 4. Ask them to look for shapes in the classroom and identify them using complete sentences. E.g. “the carpet is a square” | Differentiated Reading Books: | Encourage children in tier 3 to use gestures and pictures when participating in the discussions |